Developing Basic English Grammar Coursebook through *Qawa'id* Brainstorming for Non-English Department Students of Intensive English Program at *Asrama Puteri Khadijah* (APK) Pamekasan

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Abstract

The goal of this study was to develop the English Grammar materials through *qawa'id* brainstorming for non-English department students (Arabic and Islamic Department as the majorities).The design of this study was Research and Development (R&D). The steps on this development study were: needs analysis, material development, validate the product through the experts and revision, try out and final revision, and final product. The writer did the steps seriously to create a perfect and useful product. The final product of this study is kind of basic English grammar coursebook through *qawa'id* brainstorming which is focusing on increasing the students' interest and motivation to learn English grammar particularly the students of non-English department, this writing material is developed based on the students' need, cultural and educational background (Arabic earlier and deeper than English). The result of this study showed that students were agreed and enjoyed the learning process through this grammar material development even change their attitude toward learning English grammar since the material development on this book accomplished their needs.

Keywords: Grammar coursebook, *qawa'id* brainstorming, Intensive English Program.

In ELT context, teaching grammar still becomes controversial issue since several cons'side believed that It significances reputed less contribution for achieving communicative purposes (Penny Ur., 1996; Sulistiyo, 2016). Whereas some pros' point of view believed that emphasizing on grammar teaching took a crucial role for acquiring and mastering English as a foreign language effectively, perfectly and comprehensively (Tutunis, 2012; Alexandra Povjakalova, 2012; Chen, 2016).

In fact, teaching grammar for undergraduate students still became the most challenging process experienced by most teachers or lecturers whereas they had been taught English for some years at their previous education. There were some challenges faced by teachers. One of them came from the students itself which most of them had low motivation and proficiency in learning English (Akbari, 2015; Sulistiyo, 2016; Yusob, 2018). Unfortunately, the most cases happened and faced by non-English department students (Arabic and Islamic Department as the majorities) which had low interest and negative attitude toward learning English grammar.

Regarding to the need analysis that has been conducted, the researcher found some problems caused the students less interest and motivation to learn English, such as: English is only compulsory subject with only two hours a week. The students' environment does not support and match with English teaching and learning, in which mostly the students came from rural areas of Madura which was very fanatic with Arabic as the Islamic language to

be mastered firstly before another foreign language (Haryono, 2013; Pribadi, 2013; Badriyanto: 1-15). The students' previous education and background knowledge mostly graduated from *pesantren* which emphasized more on Arabic mastery rather than English (Francoise, 2017: 41). The textbook used mostly full of English even provided very complicated explanation. The worse of it, there was no special grammar book used by the English tutor in teaching grammar for non-English department class. This condition would make the students prefer to acquire Arabic earlier and deeper than English and made the students were difficult to understand English grammar material without any additional strategy and special book used based on their needs.

Meanwhile, *Asrama Puteri Khadijah* (APK) as an Islamic dormitory special for undergraduate students of IAIN Madura obligated the students to communicate with two major significance foreign languages (English and Arabic) as to be provision for their future live both in the world and hereafter. To this, APK facilitated the undergraduate students with English and Arabic Intensive Programs in form of small classes in which it was used for teaching and learning process applied to help the undergraduate students both from English Department and non-English Department in mastering English and Arabic Languages to support their learning major at campus. Therefore, based on the students' questionnaire, 90% of the students were like Arabic and got Arabic as their first foreign language rather than English. So, that's why the researcher got excited in developing the material through *qawa'id* brainstorming which contains Arabic grammar presented in line with English grammar to stimulate and help the students in interpreting the topic that they are going to learn.

Similar study about this research on BaSaeed Ebtesam A.O's research & method in Education Journal, in his research he told that Arab learners faced difficulties when trying to understand and comprehend the correct function of the verb "be, have and do", and also struggle to understand the Perfect Tense because it does not occur in Arabic Grammar (Ebtesam A., 2013: 20). The similarity between his study with this research that both of them are in the same purpose (to find an appropriate method or way for teaching English Grammar to Arab Learners). While the dissimilar is on how the researcher design the research methodology, he used descriptive qualitative research design in clarifying and identifying the Arab learners' difficulties in understanding English Grammar of verbs "be, do and have" whereas this future research will provide a supplementary handbook for teaching English Grammar specially for Arabic Department at Islamic female dormitory of Khadijah using *Qawa'id* Brainstorming as the product of Research and Development's research design.

Another similar research was also done by Handoko (2015). His stated that most of students, especially they are who choose Arabic as their major Department or students who learnt Arabic earlier as their first foreign language consider that English language is difficult to learn. Finally, he found that providing a comparative study between English and Arabic Derivation is interesting to be practiced for the beginner, especially for the students of Arabic Department or students of boarding school who got Arabic language as their basic foreign language (Handoko, 2015: 37). The similarity of this study is on the same technique that is going to be used "comparative study between English and Arabic" in the same purposes to help the learners of Arabic Department in understanding English material easily. While the differences is on how the researcher design the research methodology, in this research the researcher uses descriptive qualitative focusing on the teaching and learning procedures on one topic only namely "Derivation" , whereas this current research will be on Research and Development which is focusing on making a product such kind of supplementary book that will be provided with brainstorming comparison between English and Arabic as to stimulate the students with their prior knowledge in order to catch the English material easily using *Qawa'id* brainstorming for every Grammar topics before going to learn the English material deeper.

Those two previous studies above gave much contribution to this current study. The first contribution given by the first previous study, in which it strengthen the theory about the importance of using additional strategy and approach to teach English for Arabic learners since knowing the students got struggle in understanding English grammar which is no counterpart in Arabic. While the second previous study also support this current study to be done in order to help Arabic department students and *Pesantren* students in learning English. It is also guide the researcher of this current study with very beneficial "Teaching Procedures" that can be applied dealing with the strategy added by the researcher (*Qawa'id* Brainstorming Strategy) to introduce Arabic grammar terms in line with English grammar terms as to stimulate and brainstorm the students using their first foreign language as their background knowledge.

Using Arabic *qawa'id* as the brainstorming, because as stated and formulated at APK's curriculum that APK habituated all the members to use English and Arabic (Bilingual) as their daily communication (See Appendix 1) without any Indonesian language at all to produce and create some outputs with two major international languages mastery. So, based on the students' questionnaire, 90% of the students preferred to learn Arabic rather than English for several reasons mentioned above. As explained by Fauzan (2017) that *qawa'id* method is the basic way that used for introducing the grammatical of Arabic language, such as; *Nahwu* (Arabic syntax) and *Sharraf* (Arabic morphology) (Fauzan, 2017: 66). In addition, some researchers also recommended this strategy to be applied for teaching English to Arabic department students and Islamic boarding school students; indeed it was interesting to be applied especially for beginners in order to understand the English grammar material easily (Handoko, 2015; Al-Sammaraie and Hurmuzan, 2017).

As a solution, the researcher realized on the significance of material development based on the students' need should be done using *qawa'id* brainstorming strategy since the students' preferred foreign language was Arabic. This strategy contained some Arabic grammars' terminologies which had similarities with the terms used in English grammar in form of definition, kinds, function and etc. This strategy would make the students easily in interpreting the topic of the materials (English grammar) by considering the same terminologies with their background knowledge (Arabic grammar). That statement in line with the purpose of interlanguage in which it would support the learners in acquiring target language when both native and target language were similar (positive transfer). As argued by Rahman (2015), interlanguage transfer defines as an applying or generalizing the learners' knowledge about their native language to help them in understanding and acquiring the target language (Rahman, 2015: 804). It clears that the use of native language as a brainstorming would be very effective when both native and target language showed many similarities.

Method

The appropriate design applied in this research was Research and Development. It was supported by the statement of Latief (2015: 171) which stated that Research and Development's aims to develop educational product, such as curriculum, syllabus, textbook, instructional media, modules, etc. While Haryanti (2012) argued that the main purpose of Research and Development was to find, to develop, and to validate a product that would be used as the media to help the students. Moreover, it could improve the quality of the Indonesia Education (cited in Anjarani, 2016: 23).

This research was conducted at *Asrama Puteri Khadijah* (APK) as the Islamic dormitory special for college students of IAIN Madura. The subject of this research was new members (first up to second semester of IAIN Madura) consist of 29 members, but the researcher only focus on the students of non-English department which consist of 20

members. The instrument used by the researcher was observation to know the problems occurred during teaching and learning English grammar in the classroom, interview with the English tutor related with the challenges in teaching English grammar for non-English department students and also questionnaires that given by the researcher to the students to know the students' needs related to the English learning materials for English grammar. The result of the questionnaires had been analyzed by the researcher related to the developing materials that were suitable to the students' level, needs and cultural and educational background. The type of questionnaire used in form of short answer question (yes or no) and close-ended question using Likert scale type (Strongly agree, agree, disagree, strongly disagree).

The procedure of the development done on this study involved seven steps, they were: First, needs analysis is done to meet the students' needs in designing the English grammar materials in form of coursebook. Second, the researcher collected and selected the material from any sources that appropriate with the students' level and the APK's syllabus. Third, after designing the material then the researcher came to the experts to know the applicability, appropriateness, usefulness, effectiveness of the product. Fourth, revise the product based on the experts' judgment and recommendation. Fifth, did such a try out to know the compatibility of the product with the students' level. Sixth, revise the product based on the weaknesses found from the try out. Finally, the final product was the last step of the development procedures.
this product. They were as follows:

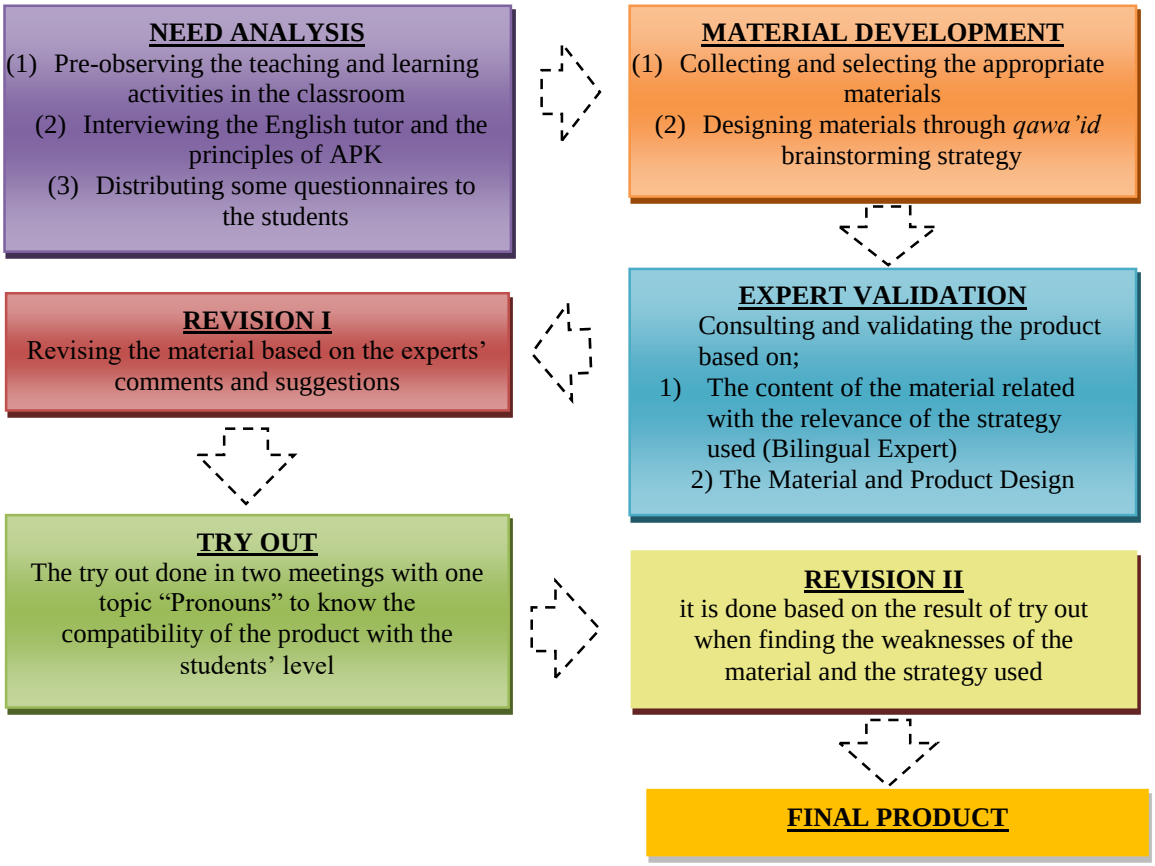

Figure 3.1 Procedures in Research and Development

Results

The result of need analysis

There were some variables related to the content of the questionnaire for need analysis. First, was about the students' perspective and interest toward English grammar.

Second, was about the availability of the grammar book used by the English tutor. The result showed as follow:

The Result of Students' Questionnaire for Need Analysis

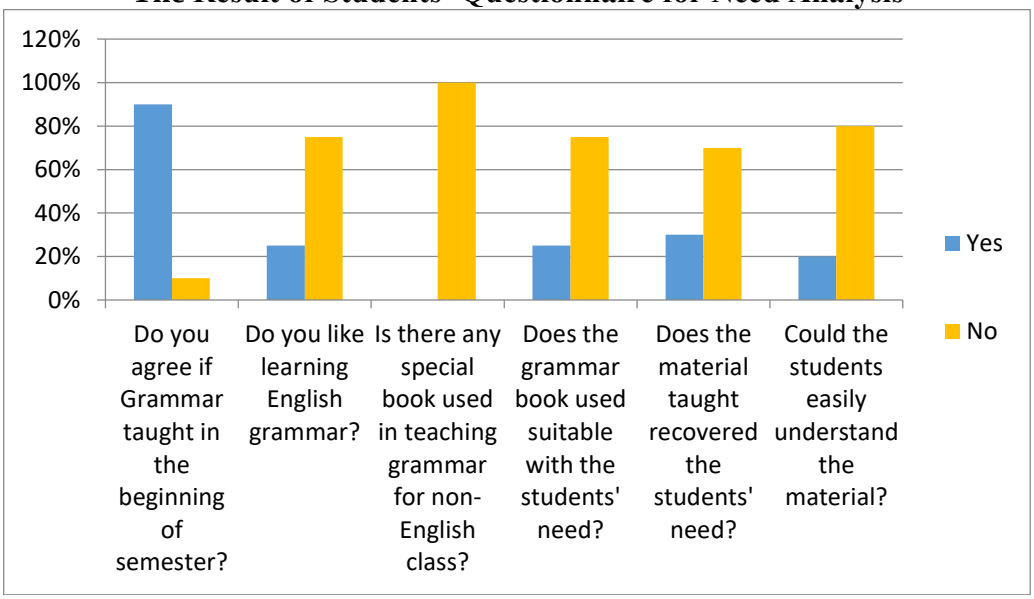

Chart. 4.1: The Percentages of Students' Need Analysis

Based on the chart above, it showed that 90% of the students were agree on learning grammar in the beginning of the semester as to be foundation for acquiring new foreign language. But, there were only 25% of the students who like learning grammar. while 100% of the students argued that there was no special grammar book used in teaching grammar for non-English department class, and 75% of the students stated that the grammar book used was not suitable with their needs, and only 30% of the students who argued that the materials taught were recovered their needs. So that, it was also found that 80% of the students faced difficulties in understanding the material.

While the third variable was about the students' preferred foreign language mastery with the result showed;

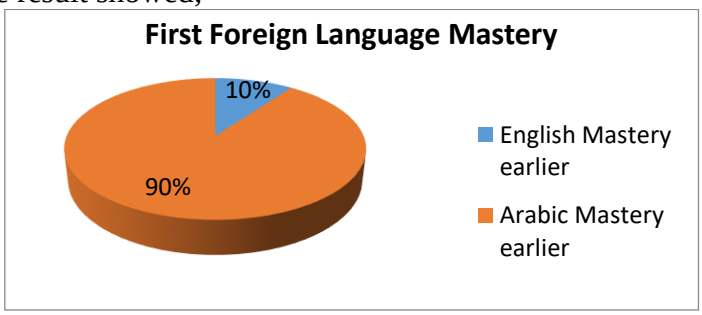

Chart.4.2 The Percentages of Students' First Foreign Language Mastery

From the chart above, represented the question number 7 which found that 90% of the students' background knowledge is Arabic in which it was influence their perspective on learning Arabic grammar is easier than English grammar with 80% (question number 8). It happened since their first foreign language was Arabic.

The last variable was about the expected material development based on the students' needs. See the chart below:

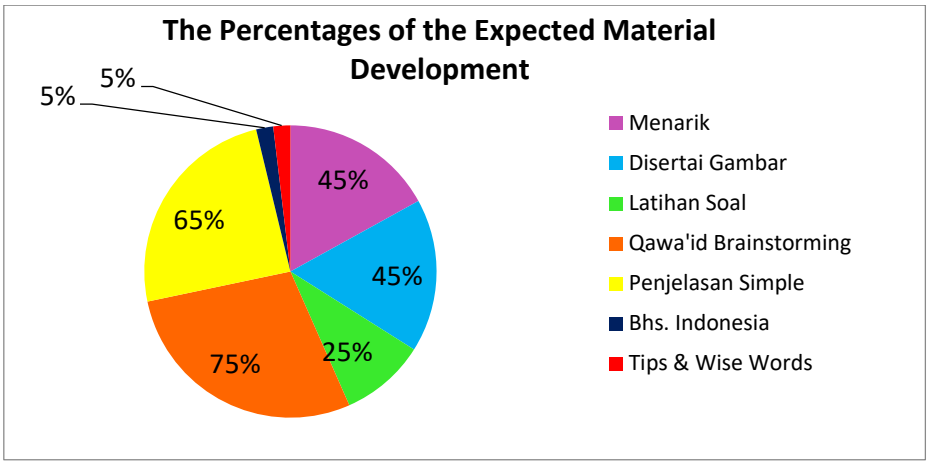

Chart. 4.1 The Expected Material Development

From the chart above, mostly the students filled on developing English grammar material through *qawa'id* brainstorming with 75%, using simple explanation with 65%, interesting design with 45% and completed with colorful pictures with 45%, completing with some quiz or exercises with 25%, using Indonesian's explanation with 5% and perfecting with some wise words and tips to learn English easily with 5%.

The Result of Designing Material through *Qawa'id* Brainstorming

Table. 4.1: Materials' Mapping

CHAPTER	UNITS	ENGLISH TOPIC	ARABIC *QAWA'ID* BRAINSTORMING
I Sentence and Its Parts	1	Subject	فاعل
	2	Verb	فعل
	3	Object	مفعول به
II The Eight Parts of Speech	1	Nouns; Singular & Plural	اسم المفرد, اسم الجمع
	2	Pronoun	اسم الضمير
	3	Verb	الفعل
	4	Adjective	صفة /نعت
	5	Adverb	ظرف/مفعول فيه
	6	Preposition	حروف الجرّ
	7	Conjunction	حروف العطف
	8	Interjection	حروف النّداء
III Articles	1	Indefinite	النّكرة
	2	Definite	المعرفة
IV Question Words	1	Question Words	حروف الإستفها م
V Command & Prohibition	1	Command	فعل الأمر
	2	Prohibition	فعل النّهي
VI Degree of Comparison	1	Positive Degree	اسم التّفضيل
	2	Comparative Degree	
	3	Superlative Degree	
VII Passive Voice	1	Passive Voice	الفعل المبني للمجهول
VIII General Overview of Tenses	1	Simple Present Tense	فعل مضا رع
	2	Simple Past Tense	الفعل الماضي
	3	Simple Future Tense	س/سوف + فعل مضا رع

The materials' mapping above made as to be guidance for the researcher to be consistence in designing the material based on the APK's curriculum and syllabus. In this

case, the researcher collected some Arabi*c Qawa'id* books to find some Arabic *qawa'id* terminologies that mostly had similarities with English grammar.

While the exercises made by the compiler mostly in form of communicative exercises due to support the APK's vision and mission in order to create some outputs who competence in mastering English and Arabic communicatively.

After collecting and selecting the materials and making the exercises, the researcher started to find some colorful and interesting pictures that suitable with the material content and also with the students' environment (Islamic environment). Then, the researcher continued to design the product.

The result of expert validation and revision

After the researcher developed the materials, the evaluation was conducted to identify the appropriateness of the materials by distributing validation checklist to the experts. There are two experts used to validate this product, they were:

First expert was senior lecturer of IAIN Madura which had expertise in bilingual (Arabic and Englis) as to check the content of English grammar through *qawa'id* brainstorming. The expert recommended to do some revision in the *qawa'id* terminologies written and also in some examples. Based on the final result got from the first expert is 86.6% which categorizes "Very good" and ready to be tried out.

Second expert was also lecturer of IAIN Madura which had interest and ability to check the material and product design. The result of the second expert is 88.2% also include into "Very good" criteria. But, the tutor suggested to use some ESP vocabularies both in the examples and exercises.

After getting evaluation form some experts, the researcher continue with first revision before trying out the product at the classroom.

The result of try out

Try out was done to know the applicability of the product in form of Basic English Grammar coursebook for teaching English grammar at Intensive English Class especially for non-English department class. The researcher also used *qawa'id* as the brainstorming before explaining the English material deeper in order to know students' responses, changes, and feedbacks toward the English grammar materials. In the process of try out, it was only one meeting for one topic only as the English tutor recommended and allowed the researcher to replace her position in teaching "English Pronouns" at non-English department class since knowing the students' understanding on that topic was still low and felt confused on differentiating the kinds of pronouns.

After trying out the product, the researcher was spread out the questionnaire for 20 students who attended Intensive English Grammar to attain the students' opinion related to the use of Basic English Grammar book for non-English department class. The questionnaire covered 4 variables related with the students' motivation, attraction, ease and response toward the product with 15 statements which filled using checklist by the students based on their own opinion. There were 4 options for the checklist categories; **SS** for *Sangat Setuju* (Strongly Agree), **S** for *Setuju* (Agree), **TS** for *Tidak Setuju* (Disagree) and **STS** for *Sangat idak Setuju* (Strongly Disagree).

The result of questionnaire showed that 80% of the students were strongly agree and 20% were agree that the coursebook provided could increase their motivation to attend intensive English program. 70% of the students also were strongly agree that the coursebook more motivate them to learn English grammar by the additional *qawa'id* brainstorming The students showed their attraction during try out since all of the students were agree that the coursebook design and ideas through *qawa'id* brainstorming could develop their interest and

change their attitude toward English grammar. Finally, the students were agree that the coursebook could help them in understanding the material easily with some positive responses toward the coursebook, such as; the coursebook used simple and clear explanation, the coursebook completed the appropriate strategy with the students' prior knowledge, the coursebook designed interestingly by some colorful and Islamic pictures, the coursebook provided with communicative exercises and contained useful and meaningful wise words.

In conclusion, the product was already categorized **"very good"** according to the students' opinion after trying out the product since all the percentages got were higher than 50% for the **"Strongly agree and Agree"** criteria. Therefore, it did not need such a revision version in form of the product qualities. But, it was only need additional strategies such as giving rewards and punishments to push up the students' zeal and to explore more the students' ability without feeling anxieties and unconfident any more.

The final product

The final product in form of Basic English Grammar Coursebook for non-English department class, it was also can be used for Islamic boarding school as a supplementary material and also for beginner/elementary levels. The book consisted of eight chapters, such as; Chapter one (Sentence and Its Parts), chapter two (The Eight Parts of Speech), chapter three (Articles), chapter four (Question Words), chapter five (Command and Prohibition), chapter six (Degrees of Comparison), chapter seven (Passive Voice), and the chapter is (General Overview of Tenses).

Besides, the coursebook also provided *qawa'id* as the brainstorming introduced in each unit before explaining the English grammar material deeply, it purposed not for comparing both languages in deep. But, it was only provided as a brainstorming as to stimulate the students using Arabic *Qawa'id* to interpret the English materials that was going to be learnt by only focused on both languages' similarities to make the target language easily acquired by the students.

The final product also presented simple explanation and detail examples of each unit as the expected of the students in need analysis. Moreover, it designed interestingly by some colorful and Islamic pictures that appropriate with the students' request and environment to make the students more interesting and easier to learn English grammar.

Another strength of this product also it was provided by some communicative exercises in form of "Who dare?, Let's speak up!, Come forward please! And etc." which examines the students bravery to speak English orally without any anxieties and do not feel afraid to make some mistakes. It is also supported by some wise words provided in the coursebook which increased the students' awareness on their abilities and skills in learning English.

Conclusions and Suggestion

Conclusions

From all the steps done and the results showed above, it can be concluded that the developing of the product in form of Basic English Grammar Coursebook for non-English department class of Intensive English Program at *Asrama Puteri Khadijah* could develop and increase the students' interest, motivation and ease in learning English grammar and was succeed to help the English tutor in finding the best way for presenting English grammar at non-English department class easily and interestingly, hence it was appropriate with the students' need particularly for the students of second semester from non-English departments of IAIN Madura who stayed and attended Intensive English Program at *Asrama Puteri Khadijah* (APK). It was also very useful to push up the students' high effort and interest to learn English. So, the product was ready to be published and applied as the coursebook for

teaching and learning English grammar at non-English department class especially for Arabic and Islamic Department.

Suggestion

For the Teacher

This kind of grammar coursebook actually was not easy to be applied especially by the teacher or tutor who had no background knowledge of Arabic *qawa'id* due to the use of the brainstorming in form of *qawa'id* which needed the teacher's conclusion and guidance during the brainstorming happened. So, it was suggested that the teacher must know and understand about Arabic *qawa'id* as to make the brainstorming works efficiently and keep the students from any misunderstanding toward the materials. Besides, it is also suggested for the teacher to follow the teacher's guidelines which already guided in the product (How to use the book) when implemented the coursebook for the first time, while for the second and next meeting the researcher suggested for the teacher to use some additional medias, methods or strategies in presenting the material through that brainstorming to make the teaching and learning process more interesting.

For the Students

Because this coursebook was designed special for non-English department students who mostly of the students argued that English is very hard and boring lesson and they considered not to care on English mastery even stated that the did not need English for their future. So that, the researcher suggested for the students to be more serious and aware about the importance of knowing English since English was already became the first language spoken by most people in the world and also became the language of all fields and technologies especially educational field which had close relationship with the use of technology, how do they develop their education if they did not know English at all?, how do they use technology if they did not understand English at all?. Those two question should be keep in mind and let's learn English from now!

For Further Researcher

This research only consisted of basic or elementary English grammar materials. Therefore, the researcher expected for the further researcher to develop and continue this product on the higher level (intermediate and advance levels) by presenting the same *qawa'id* brainstorming as to be used for Arabic and Islamic departments, Islamic boarding school and the upper levels.

Another option it can be conducted by the further researcher about the same English grammar book which only provided bilingual languages (Arabic and English) no Indonesian at all as to be used for Islamic boarding school which used bilingual as their obligatory language communication.

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